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ABSTRACT

The teacher's guide to the "Carrascolendas 500 Series," a bilingual (Spanish/English) television program geared toward encouraging affective learning in 6- to 9-year-olds, provides information about the main points made in each of the 39 programs in the series. It gives teachers general tips on how to use the series to explore important issues with their students and suggests specific activities geared to the content of each program. The five constructs emphasized by Carrascolendas 500 are: (1) growth toward self-esteem; (2) concern for others as a source of self-esteem; (3) respect for and preservation of natural resources; (4) diversity in self and others; (5) existence of inner choice. Within each theme, a number of concepts are presented to help young children develop the attitudes and values that can help them grow as individuals in a bilingual, multicultural society. (SR)

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CARRASCOLENDAS

THE 500 SERIES

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TELEVISION TEACHER'S GUIDE

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FOLLOW-UP ACTIVITIES

In promoting affective development and cultural awareness through CARRASCOLENDAS, the teacher's most important role is leading follow-up activities. Initially, the teacher assumes the leadership position. He or she can establish an open climate for discussing feelings by assuring the children that everyone will have an opportunity to participate, but no one is required to do so. First an open-ended question is asked (e.g., "What makes you feel special?") that relates directly to one of the major affective concepts of the program just viewed. Reference need not be made to the program, for children will usually make their own connections as the discussion becomes more open and elaborate. At that point the teacher may encourage children (through example or a second open-ended question) toward further exploration of relationships (likenesses, differences) between a given character's feelings and feelings that a child may have experienced. As children become increasingly mature in their discussions of feelings, the teacher can begin to relinquish the leadership role to the class. Thus, the circle sessions themselves become a major vehicle for promoting responsibility and autonomy, major goals of affective-oriented programs.

Certain ground rules must be established:

- Children share talking time.
- No one criticizes the comments of another.
- Everyone listens.

A general growth sequence in wide discussion includes the following group-directed questions:

Stage I — Recognizing Feelings

How does _____ make you feel? (relating to content of program and orientation to feelings)

Stage II — Discussing Actions

What was/is happening in the program or in your situation?

Stage III — Considering Consequences of Behavior

Is this what you want to happen or what should happen?

Stage IV — Planning for Own Behavior

How can you make it happen? OR If you don't want this to happen, what can you do?

Cultural awareness is enhanced by teachers through the same discussion contexts, but in addition real-life activities are encouraged as further follow-up. For example, a cascarones party may be planned by the children,

devoting attention to cultural dress, food, language, etc. Such activity also stimulates increased interest in the programs to be viewed.

Following is a brief review of how each program in the CARRASCOLENDAS 500 series uses plot and dialogue to develop specified themes and concepts for affective learning. Suggestions for follow-up activities to clarify and reaffirm the concepts are given after each program review.

CLASSROOM ACTIVITIES

Creating the Atmosphere

The content of CARRASCOLENDAS can be enhanced in classrooms by teachers who accept and promote affective development (feelings, attitudes, appreciation) and cultural awareness as an integral part of the curriculum. The program can be adapted to commonly used approaches such as the "Magic Circle" (Human Development Program), Transactional Analysis, and Reality Therapy. Each of these approaches stresses the acceptance of an individual's feelings and promotes deeper understanding of self and others by allowing children to openly express themselves in a climate of understanding and mutual support. In order to be effective, the teacher must:

1. Prepare and plan activities before a given program is viewed.

2. Provide an appropriate environment for viewing.

3. Implement follow-up activities.

Preparation and Planning

Teaching affective skills has, until very recently, been one of the most neglected areas of classroom teaching. Even where efforts are made in this direction, they often are unorganized and intuitive, rather than based on planned curriculum development. With CARRASCOLENDAS, however, the affective concepts presented have been identified and are listed in this Guide for each of the thirty-nine programs in the series. In this way, a teacher can review the concepts to be presented in a program, becoming familiar enough with them so that, when viewing the show, he or she can be thinking of ways that might be used to present follow-up activities that will reinforce the concepts presented. As the program is presented, the teacher can reflect on the relationships between the feelings expressed on screen and social-emotional situations or concerns that exist in the classroom. These ideas can help provide a guide for a group discussion after the program.

Advance planning also allows the teacher to relate concepts of the program (affective and cultural) to on-going instruction. For example, the teacher who is utilizing a particular set of materials for developing self-concept (e.g. *Developing Understanding of Self and Others* D.U.S.O.) will be able to

integrate content and approaches by matching content of both vehicles (D.U.S.O. and CARRASCOLENDAS).

Environment for Viewing

Preparation for viewing should include physical arrangement, audio level, and viewing behavior. Physical settings can range from auditorium seating to self-choice viewing by a small group in a designated area of the classroom. Auditorium or large-area viewing is rarely the best arrangement, for it is often difficult to provide balanced sound or clear viewing throughout the area; but more important, however, is the fact that the emotional climate may not be conducive to comfortable viewing and interaction with the characters and plot.

Small group viewing is generally best. Children can be prepared for watching a program by a brief talk about what they are going to see or by the discussion that followed the previous show. The teacher can help to establish and maintain interest by making discussion sessions friendly and enjoyable, by his or her own display of enthusiasm, and by providing meaningful follow-up activities.

CARRASCOLENDAS

Plots and Purposes

A bilingual lion and a detective who loves a mystery have obvious appeal for young children. But Agapito the Lion, Pepper the Detective, and the other characters who live in the imaginary town of Carrascolendas do much more than provide a series of entertaining half-hours on television for young children. Behind the melodramatic and intriguing plots is a firm goal: to contribute to the affective learning of six- through nine-year-old children.

CARRASCOLENDAS is a bilingual (Spanish/English) television series now in its fifth year of production. It is produced by KLRN-TV in Austin, Texas, funded by the U.S. Office of Education, and aired on the Public Broadcasting Service. The staff is comprised of writers, actors, administrative, and production personnel who represent the various Hispanic, Black, and Anglo ethnic groups and cultures portrayed on the programs.

The primary focus of CARRASCOLENDAS is on feelings; so affective content is emphasized more than cognitive material. The series is concerned with attitudes towards one's self, others, and the world in which we live. The humanistic philosophy emphasizes a process of continuous growth not only in childhood but through life. It includes

> a clear notion of right and wrong, lack of arrogance, willingness to listen and be taught, ability to make judgments, courage, flexibility, honesty, acceptance of mistakes, openness to change, dedication to a task, the ability to love, respect for self, respect for others, rejection of hypocrisy, valuing of humor and spontaneity.

The CARRASCOLENDAS 500 Series is emphasizing five humanistic constructs: (1) Growth toward self-esteem, (2) Concern for others as a source of self-esteem, (3) Respect for and preservation of natural resources, (4) Diversity in self and others, and (5) Existence of inner choice. Each of the thirty-nine scripts has a major theme drawn from one of these five basic constructs. Within each theme, a number of concepts are presented to help young children develop the attitudes and values that can help them grow as individuals in a bilingual, multicultural society. Several of these concepts are presented overtly throughout the series; others, while not explicitly developed, are implied in almost every program. These concepts, along with suggestions for ways in which they can provide the basis for class discussion, role modeling, and other appropriate activities, form the text of this guide.

THEME

One can learn from everyone and everything around him/her, for learning is a part of living and growing.

PLOT AND CONCEPTS

The people of CARRASCOLENDAS are curious to learn about Chuchin, a newcomer in town, but no more curious that he is to learn about them. As he walks through the plaza Chuchin does learn a good deal about the people he meets, but he remains a mystery to them. Each is sure he has correctly guessed Chuchin's profession, yet all are surprised when they find out who he really is.

- Learning is a part of living and is not something restricted to a structured setting. Everyone learns this lesson from Chuchin when he tells the townspeople what he has learned about them from conversation and observation.

- Looking and listening are learning techniques available to everyone. Chuchin uses the observation method to successfully learn about the townspeople; they use the same technique to learn about him, though they don't pursue their observations far enough to reach the correct conclusion.

- Jumping to conclusions about people may cause problems. In the case of Chuchin and the people of CARRASCOLENDAS, jumping to conclusions about his work led to humorous incidents. Sometimes, however, a person can be hurt by a hasty assessment.

- Stereotyping is not a fair or accurate way to judge others. The CARRASCOLENDAS characters find this out after each wrongly guesses Chuchin's profession on the basis of stereotypical clues.

- All types of labor are of value, as the Carrascolendians show in their obvious pleasure over each type of work they presume Chuchin does.

ACTIVITIES

- Group discussion: With the class seated in a large circle, have children volunteer to tell about something they learned through observation on their way to school that morning. You might start the discussion with an observation of your own — the weather, the traffic, the season (shown by flowers blooming or leaves dropping), a comment made, a bird singing — any of the seemingly ordinary occurrences that can be learning experiences. Emphasize different ways that children learned.

- Play a learning game: Ask five children to volunteer to role play a specific type of person – a carpenter, a teacher, etc. The rest of the class tries to identify the person or job portrayed. Or, the class can be divided into teams, with each team taking a turn role playing.

Don't Get In My Hair — Show #502

THEME

An apparent failure can become a success when people learn to recognize the true values that are involved.

PLOT AND CONCEPTS

CARRASCOLENDAS needs a barber, and when Don Rafael comes to town and opens a new barber shop in the old Toy Shop building, Campamocha, Caracoles, and Uncle Andy rush to try out the new man's hair cuts. Appalled by what they consider the new barber's lack of barbering skills, they decide to put Don Rafael out of business. However, the children in the town have a special rapport with the newcomer. Because they value his special human qualities, the children try to keep Don Rafael in business by selling their favorite possessions to raise haricut money. When it is discovered that help has come too late and Don Rafael is leaving CARRASCOLENDAS adults and children rush to prevent the loss of this new valuable person. Don Rafael stays, adding old skills to new in his combination barber shop and radio station.

- People can decide for themselves what goals they wish to seek. Tired of a job in which he does all the talking, Don Rafael starts a new kind of work in which he can listen to other people. By his own actions, he reveals that some people are not happy in certain types of work and can change to work they like better.

- People feel good about themselves when they learn something new. Don Rafael's good feelings about his new job and his new life spill over into the party with the children at the barber shop.

- The dimensions of full humanness include flexibility, acceptance of mistakes, openness to change. Recognizing these qualities in Don Rafael, valuing his humor, courage, and spontaneity more than they value barbering skills, the children are determined to keep Don Rafael in Carrascolendas. The grown-ups come to share their feelings.

- Life would be dull if people never changed. Because Don Rafael believes this and passes on his belief, he helps his new friends to see that if one views life as becoming, hurts, failures, and disappointments are revealed as less important than the learning, growth, and improved life quality they may bring.

ACTIVITIES

- Ask children to tell about the job at which a father, a mother, a relative, a friend, or a neighbor is employed.

- People who have two jobs or who have changed jobs can be invited to visit the classroom and talk to the children about their jobs – the things they like about each job, the things they don't like, why they changed.

- Have a make-believe "Don Rafael barbershop party" in the classroom. Help children learn riddles (in Spanish), songs, or dances – representative of different cultures – for the party.

Do You Want To Get Married? Show #503

THEME

Everyone must make decisions, which requires thought and care; sometimes people must change decisions, which requires courage.

PLOT AND CONCEPTS

When the townspeople hear that Caracoles is going to get married, they are delighted and eager to help him prepare for the wedding. However, it's not long before a problem arises: Caracoles wants to continue living above his restaurant and Josefina, his bride, wants him to move to her farm outside of town. Job swapping, as an attempt at trying out each other's life styles, proves disastrous, and the couple finally admit the error of their decision, deciding to be engaged for awhile instead.

- There are many kinds of decisions, large and small, that people must make. They don't always make the best ones, as Caracoles and Josefina discover, showing that adults as well as children can make mistakes.

- Inherent in making decisions is bearing the consequences of those decisions. Uncle Andy helps Caracoles and Josefina see this; it's a lesson more easily learned by young children in less important matters, such as deciding upon a type of candy bar or what color crayon to use.

- It takes courage to change a decision. Often other people become involved in what seems a personal matter in Carrascolendas, for example, the townspeople were busy preparing for the wedding when it was called off.

- Cooperation and sharing, as exemplified in the plans for the wedding festivities, are an integral part of concern for others.

ACTIVITIES

- Group discussion: Teacher may initiate discussion with a question like: "Have you ever decided to do something and then changed your mind?" "How do you feel when your parents change their minds about something you hoped to do?"

- Suggest some situations to the class: "A mother decides to take her children swimming in the lake. When they get there, she changes her mind." Ask children to role play the mother and her children, reflecting why the mother changed her mind. "A father decides to take his children to the circus. He changes his mind." Ask children to act out possible reasons for this mind change. Act out children's reactions to these mind changes by parents. "Do your parents ever change their minds?"

- Ask children to draw pictures of situations to which they (or the teacher) can put captions: "_____ decided to _____. He (she) changed his (her) mind because _____." Child can give reason(s) or class can suggest reasons.

All Our Very Own — Show #504

THEME

People should try to understand and accept one another rather than condemn others on the basis of misunderstanding and superficial evidence.

PLOT AND CONCEPTS

When the children are shooed away by everyone and from every place one busy day in CARRASCOLENDAS, Chuchin suggests that they build their own clubhouse. Soon the entire town, except for Don Rafael, is caught up in the project. This one exception creates the friction that is the basis for an entertaining plot that reveals the importance of cooperation as well as not jumping to conclusions.

- The value of cooperation is graphically shown as everyone but Don Rafael helps the children find old or unused items for their clubhouse. Caracoles and Pepper even fix sandwiches for them as they go about their work, but Don Rafael at first does nothing.

- Things are not always as they seem. So Don Rafael discovers when his attempt to surprise the children is misconstrued as selfishness. When

he won't lend his tools or even contribute scraps, the children are sure it's because he is unconcerned about them or their project.

- The importance of self-concept is exemplified by the change in the children's attitudes early in the program. After first rejecting the idea of building a clubhouse because they don't think they are old enough or capable enough, the children are encouraged by Chuchin to feel competent despite their young ages. The faith shown in them by an adult gives them the self-assurance they need to undertake the building of their own club.

- The importance of communication is implicit in Don Rafael's surprise, a clubhouse telephone, which literally and figuratively opens the possibility of communication between town and club, adults and children.

- Respect for peer-group privacy and the need for belonging are implicit in the very idea of a children-only clubhouse.

ACTIVITIES

- Group discussion: "Have you ever taken part in building a clubhouse or treehouse?" "Did others help you?" "What materials did you use?" "Who does the classroom belong to?" "How can we make it *your* classroom?"

- Using scraps of wood (including popsicle sticks), paper, cloth, and other found objects, the children can be encouraged to build model or miniature "clubhouses" or other structures they would like to have as a "place of our own."

- Using an imaginary or a simulated clubhouse telephone (perhaps two cans and a string), ask children to communicate simple sentences in Spanish to children role playing adults outside the clubhouse or to communicate in Spanish objects they need in their clubhouse.

- Involve the children in planning and revising the learning centers in the classroom.

Hickory Dickory Dyana

Show #505

THEME

Sometimes it takes the views of others to help us understand ourselves.

PLOT AND CONCEPTS

Dyana seems to be the perfect doll-like figure for Campamocha's new clock, but she wants no part of it — she wants to prove her value as a real person. But how? She tries helping different people in their jobs and fails miserably. Only accidentally do the townspeople discover, and ultimately help Dyana realize, that she does indeed have a valuable skill. She can fix anything, even the new clock!

- Evaluating one's own abilities is no easy task. So Dyana learns when she tries to do work at which others are skilled rather than the kind of work she finally learns she can do best.

- Growing is not limited to childhood but should take place throughout life. Just as learning different skills is a part of growing, so are recognizing abilities and learning to understand others. Dyana learns this as she seeks to find her place in the real world; the townspeople learn it as they grow to recognize Dyana's abilities; and Campamocha learns it when he has to take his turn as the toy figure in the clock.

- Developing competence or special ability helps increase one's self-esteem, and a positive self-concept usually unables a person to undertake new efforts and be successful in many other areas. Dyana, with her new job in the Fixit Shop, should soon be able to increase her skills.

- When a person does something well, he/she has a sense of pride and satisfaction. Dyana's unhappiness evaporates when she learns that she can be a person of value for she, too, has skills to offer as a fixit person.

- Cognitive concepts: There are many kinds of clocks; clocks run by types of machinery; broken things can be fixed; fixing things takes special knowledge or skill; and different jobs take different skills.

ACTIVITIES

- Group discussion: "How do you feel when you do something well?" "How do you feel when your friend does something well?"

- Most people wish they had a special skill. The children can be encouraged to talk about a skill they'd like to develop, and then encouraged to try to develop it.

- For a class project, draw a large grandfather clock to put on a classroom wall. Use it to teach how to tell time.

- Make a list in Spanish and English of different jobs or occupations in which people "fix" things, from plumber to doctor.

The Open Door — Show #506

THEME

No matter how bad things seem, keep on trying and don't give up.

PLOT AND CONCEPTS

Dona Paquita and her grandchildren, evicted from their home, are thinking of moving to Carrascolendas. "Whenever one door closes, another door opens," says Dona Paquita, just as Chuchin's door opens. When he invites them in to rest, it is the beginning of a busy afternoon of fun and friendship followed by the realization that Dona Paquite cannot stay in the teacher's house. But Chuchin does find a solution, proving that, as Dona Paquite has said all along, "when one door closes. . . ."

- "Don't give up" is Dona Paquita's lesson to her grandchildren, and throughout the program she models an example of a person who won't give in to adversity.

- Concern for the welfare of others works both ways. Chuchin's initial concern for Dona Paquita and her grandchildren leads him to invite her in to rest and later to move into his home with her family. Dona Paquita, on the other hand, straightens up Chuchin's house to please him and plans a merienda for his and the other townspeople's enjoyment.

- The importance of family relationships is shown by the closeness of Dona Paquita and her grandchildren as well as by Chuchin's references to his own family.

ACTIVITIES

- "Have you ever had a time at home or school when you felt like giving up?" Children may be asked to describe situations that made them feel this way. "Did anything happen to make you feel better?"

- Set up a dramatic situation in which a person (played by one child) feels really discouraged about something. Ask other children to improvise and act out ways in which they would try to make that person feel better. What would they say and do? What would they suggest that the discouraged person do to improve the situation?

- Involve the children in planning a merienda for a special day.

- Ask children to portray some aspect of the story in their art activities: an open door, Dona Paquita and the grandchildren, Spanish items that may be served at a merienda, members of their own family. These can be done with clay, paint, paper sculpture, or vegetable carving.

The Lionnappers — Show #507

THEME

Just as a negative self-concept often leads to inappropriate behavior, an improved self-concept can encourage positive behavior.

PLOT AND CONCEPTS

A plot by two "bad guys" to kidnap Agapito leads to some hilarious near-misses as Agapito sidesteps traps, Caracoles gets caught in a net, and even one of the lionnappers inadvertently falls into the pond. Finally Agapito's love of food proves his undoing — almost. But Agapito doesn't know evil when he sees it, turning a potentially bad experience into a good one and even turning "bad guys" into good.

- People tend to live up — or down — to their concept of themselves and the expectations of others. This is exemplified by the "bad guys," who feel they have to keep proving their "badness," in a sense confirming a self-fulfilling prophecy.

- A person who is expected to do well has a better chance for success than one who is expected to fail. Even the "bad guys," once Agapito lets them know that he doesn't think they're bad at all, are able to change their idea of themselves and give up their life of crime.

- One who makes a commitment should accept responsibility for it. Agapito is aware of this as he turns down the phony ice cream vendors' gift. He fully plans to continue on to the radio station for the lion story-telling hour. Even as he gives in and accepts the large ice cream cone, he knows he is doing the wrong thing.

ACTIVITIES

- "Can the same person be a 'bad guy' and a 'good guy'?" A question like this may start a discussion of children's differing assessments of themselves and others at different times in different situations. "How do you feel when somebody else thinks you're a 'bad guy'?" "How do you feel when somebody else thinks you're a 'good guy'?"

- Play the "mirror game." Using a wood or cardboard frame (without glass), have the children act out how they "see themselves" in the "mirror" of somebody else's reactions — a teacher, a father, a mother, a friend, an unknown grown-up.

- Ask each child to pick out somebody he or she considers a "bad guy" (no names) and think about the good qualities he or she sees in that person.

The Treasure Hunt — Show #508

THEME

To aim high and to try again are effective ways of learning and of coping with mistakes and failure.

PLOT AND CONCEPTS

Adventure within the parameters of a dream sequence of pirate ships and quests for exotic treasure provides the vehicle for presenting a number of affective concepts.

- "Failing is not a bad thing, but not trying is." So Campamocha the Bold Pirate keeps saying in his dream each time he brings back the wrong thing for the stern pirate captain. He doesn't give up even when forced to walk the plank, illustrating the exaggerated fashion that the important thing is not to give up but to keep on trying.

- Belief in one's self is an essential aspect of trying. This the inept Bold Pirate has, for as he says, at least he brings back something, and that's more than many people do.

- The encouragement and support of others can help one succeed. In each of his quests, the inept Bold Pirate is helped and encouraged by the children's pirate band, for they have faith in him even though the stern captain is so sure he will fail.

- The fact that longing for adventure and romance can blind one to the joys and excitement of reality is graphically shown at the conclusion of the story, when the children waken Campamocha from his dream to tell him that there is a real treasure. The map in the bottle, which inspired the dream, is really an invitation to take a ride on Chuchin's new boat. Imagination and dreams can help us grow, but they should not be mistaken for reality.

ACTIVITIES

- Group discussion: "How do you feel when you fail?" "How do you feel when you succeed?" "How can you help yourself succeed?" "How can you help others succeed?"

- "Can you think of something that was very hard for you to do, and that took a lot of practice before you could do it well?" Everyone has had such an experience; so a question of this type is a good lead for discussion. School activities, sports, or helping a parent are areas that might be suggested if direction is needed.

- Read a story in class that emphasizes the same theme, such as "The Little Engine That Could."

- Initiate a "Help A Friend" group. Anyone can belong who encourages a friend or sibling by supporting his efforts, even if the attempt doesn't seem too successful.

Shoe Salad — Show #509

THEME

Failure to face a problem honestly creates new problems.

PLOT AND CONCEPTS

Uncle Andy, who makes custom shoes, believes that "The shoes should fit the person." However, when a shoe falls on his head, he irrationally decides that "The person should fit the shoe." With far reaching and distressing results, he crams the feet of everybody in Carasscolendas into his horrific new creations. Perplexed and unnerved by Uncle Andy's strange and frantic behavior, his friends hesitate to meet the problem head-on because of their concern for the old shoemaker's feelings. As difficulties grow and multiply, Agapito's urging that they must face the realities of the situation is supported by Sr. Chuchin, who returns from a trip to find things in a dreadful state. A confrontation and a second accident restore Uncle Andy and the situation to normal. Finally, in a cultural game, Ensalada de Zapatos (Shoe Salad), the people of Carrascolendas get back also their own comfortable shoes.

- People in the growth process examine and seek to resolve their problems. Had Uncle Andy's friends done this from the very first, things would not have gotten into such a sorry state.

- It is important to know why someone is doing or saying something.

Because his friends do not understand the reasons for Uncle Andy's bizarre behavior, they fail to take early and effective action.

- People have different ways of solving problems. Note the alternatives suggested by the basketball players to Agapito. The reluctance of Uncle Andy's friends illustrates the fact that some people try to solve problems by pretending that no problems exist.

- People have a reason for what they are doing or not doing. Note the reasons given by the children, by Pepper, and by Caracoles and Campamocha for not having an honest talk with Uncle Andy.

- Solution of problems often requires that people work together. Although Agapito tries and tries to get his friends to cooperate in resolving the Uncle Andy dilemma, he gets nowhere until Sr. Chuchin agrees to help him.

ACTIVITIES

- Group Discussion: "How do you feel when someone gives you advice?" "Is this the way you want to feel?" "What can you do about it?" "If a friend keeps doing something that annoys you, what would you do about it?" "What might happen?" "If a friend seems to be having trouble, how would you try to help him?"

- Have a "Show and Tell" hour in which the children can bring examples of typical or native clothing — shoes, shawls, inexpensive jewelry, etc. — that represent their Hispanic or Anglo heritage.

- Initiate a language lesson for the Spanish and English words for items of apparel or other native artifacts.

It's My Turn — Show #510

THEME

Planning and cooperation are essential for harmonious living.

PLOT AND CONCEPTS

Chuchin, the Teacher, repeatedly has asked Dona Paquita, who lives with her grandchildren in his attic apartment, to help him devise a plan for sharing the house. But planning is unimportant to this jovial grandmother, leading to a myriad of humorous complications for Chuchin and finally, with the connivance of the townspeople, for Dona Paquita as well.

- The need for planning, cooperating, and placing concern for others

over concern for one's self all become apparent as one problem after another results from Dona Paquita's somewhat self-centered though well-meaning life style. Entertaining mishaps include the shower running out of water (Dona Paquita and her grandchildren have dashed in to use it ahead of Chuchin despite the fact that he may be late for school); a false-alarm fire at El Nopal (Chuchin burns the lunch he is preparing at the restaurant because Dona Paquita has taken over his kitchen); and a flood in the attic (Dona Paquita has forgotten to ask Campamocha to fix the leaky roof).

- In a crowded world in which people are ever more dependent upon one another, effective reciprocal relationships are an essential part of life. The children teach this lesson to Dona Paquita by treating her the way she unthinkingly has been treating Chuchin.

- Patience is needed in living and working with others. Different ways of making turns are modeled by the children, showing how young and old alike must learn to wait their turn. This, too, shows concern for others, which is a source of self-esteem.

ACTIVITIES

- Group discussion: "Many things just seem to happen. Let's think of ways our family and friends plan activities so they will make our lives run more smoothly and happily." You might start with how you as the teacher plan lessons, mothers plan meals, etc.

- Plan a class activity such as a party. Divide the class into several small groups, with each in charge of planning a specific part of the festivities.

- Follow through after planned activities to evaluate successes and failures. Replan taking learnings into account.

- Help the class compose a vocabulary (or spelling) list of some of the things that they recognized as benefiting from prior planning. The list could be in Spanish, English, or both.

A Splash of Difference — Show #511

THEME

People should recognize and respect the fact that everyone is different.

PLOT AND CONCEPTS

A small green creature appears in the Carrascolendas pond. Because it looks so different, many of the townspeople are frightened. They capture the

creature and put it in a cage. Pepper, Agapito, and Dyana rescue the creature and help the others to realize how unfair it was to distrust the creature merely because it is different.

- Everyone has unique qualities, but only Pepper, Agapito and Dyana realize that difference is not cause for rejection.

- Strange or unusual things are often frightening. This is emphasized when Pepper and the little green creature first meet — and faint; again, when the creature has to face the townspeople, and yet again when the townspeople react negatively to the little creature.

- People can show their concern for another in many ways. Agapito shows his concern for the green creature by helping it overcome its fear and by welcoming it to the town.

- People must learn to understand and value cultures other than their own, even if the culture is represented by someone as different as a little green creature.

- People should form their own opinions and not merely follow the group. If the Carrascolendians had done that, they all would not have ostracized the little creature.

- People communicate in many ways. Note how fear is communicated by the actions and expressions of the residents of Carrascolendas.

ACTIVITIES

- Group discussion: "How are you like others?" "How are you different?" "How do you feel about being different from others?" Everyone is unique. Start the children talking about differences — a child with red hair, a child who laughs a lot — then point out ways in which people are the same. Note how, when people get to know one another, they tend to overlook the differences that at first seemed so noticeable.

- Read stories about people who were or are "different" — famous musicians, politicians, scientists, etc., all who differ by excelling in their fields.

The Jukebox — Show #512

THEME

Treat others as you would wish them to treat you.

PLOT AND CONCEPTS

When Caracoles takes his savings to buy a jukebox for his restaurant, the entire town is delighted. But when he is conned by Benito Vendetodo into first buying a magic broom, then an automatic table setter, the town decides to teach Vendetodo a lesson and at the same time actually to get a jukebox. Even the "Con man" learns that greed and trickery don't pay off.

- A person who is treated fairly will be more likely to treat others fairly in return. The exact opposite happens to Benito Vendetodo, who is finally trapped by his own kind of game.

- One must learn to make his own decisions, and experience helps one make better decisions. Caracoles learns this after he is tricked into buying things he really doesn't want instead of the jukebox he and the townspeople are eager to get.

- People sometimes listen to bad advice, and the whole town learns that this is exactly what Caracoles has done when he is tricked twice in a row by Vendetodo.

- Concern for others is shown by the townspeople as they work together to help get Caracoles out of a bad situation.

- Cognitive concept: Consumer awareness is stressed when Caracoles realizes the importance of buying from an honest dealer.

ACTIVITIES

- Group discussion: Talk about ways you like people to treat you. "Do you always treat others in the same way?" "How do you feel when others do nice things for you?" "How do you feel when you do good things for others?"

- Divide the class into small groups. Have each do a project on consumer education, such as a short skit about how to check the price and quality of merchandise, a chart listing different kinds of stores and what they carry, etc. Each group can present its project to the entire class for group learning.

- Incorporate buying and selling into math curriculum, using examples relevant to the class.

The King Story — Show #513

THEME

Changing one's appearance is not what makes a person important; rather, each person is important because of his/her unique personality.

PLOT AND CONCEPTS

Agapito discovers Jackie sitting alone, excluded from the children's basketball game because she is small. She voices her wish to be seven feet tall so she could be important. Agapito assures her that she needn't change to be important, for everybody is important in some way. Then the friendly lion tells her a story about Pepe, the lion who wanted to be important – and tried to change from an ordinary lion to a king. In the dramatized story, Jackie sees that Pepe found being a king was not as wonderful as he had thought, but was lonely and boring. In fact, he found that it was best to be himself. As the story ends, the children come running for help. Their basketball is stuck and Jackie is the only one small enough to recover it. Because she also knows the rules of the game, the children ask her to be the referee, and Jackie discovers that she is important just as she is.

- Jackie discovers that everybody feels down on himself/herself sometimes. Through the story of Pepe, she learns that others also have doubts about their worth.

- Sometimes we wish for things that we actually do not want. Pepe the lion had a life that he enjoyed, but he didn't realize this until his wish to be king came true.

- People are helped to feel proud when they are told about the good things they are and do. When the children need Jackie because of her contributions to their game, she feels proud of herself.

- Each person is unique, and has something to offer to others. Although Jackie is small and not gifted in athletics, she still can contribute to the group.

ACTIVITIES

- Have everyone sit in a large circle. Ask each child to tell one good quality of the child sitting next to him, proceeding counterclockwise around the circle.

- Let each child draw a picture of him/herself with a special clue to his/her identity — a bat and ball, a book, talking – but without putting one's name on it. Display the pictures in the room and give each child a turn trying to identify his/her classmates.

- Address an envelope to the parents of each child in the class. Once a

week — during group planning-discussion time — ask a child to draw an envelope at random. Involve total group in writing a letter (on chalkboard initially) about the child to his parents. Only *positive* comments are in order.

It All Adds Up — Show #514

THEME

Learning can be a needed and satisfying experience for older persons as well as for children.

PLOT AND CONCEPTS

Josefina, the peddler woman, is an important person in Carrascolendas, helping brighten the lives of the citizens with her cheerful spirit and the goods that she sells from her little cart. However, Josefina has one big problem. Because she had to quit school at an early age and go to work, her math is not as good as it could be. This causes a number of problems for her, and finally places her in danger of losing her cart to the finance company. While she knows that she could profit by learning math, Josefina is afraid that she is too old to learn. Senor Chuchin, the school teacher, and the children help her overcome her doubts and fears. As she learns, she is able to solve her business problems, saving her cart from repossession.

- Math is important in everyday life. The citizens of Carrascolendas use math every day in their transactions, as we see when Josefina sells eggs to Dona Paquita and fruit to the children.

- Just because a person is older doesn't mean that he/she has stopped learning and growing. Josefina provides an example of an older person profiting from learning.

- Sometimes we hesitate to do something that we really wish to do, or we are afraid to try something we really want to try, because of our concern for what others will think of us or because of our fears that we cannot perform adequately. Josefina is afraid that people will think she is too old for school, and afraid that she is too old to learn. It takes courage to try new things.

- Most people can learn information, behaviors, and skills that they want to learn. Josefina does well in her math studies, and as a consequence, her business improves.

ACTIVITIES

- Group discussion: The teacher might begin the discussion by telling

about something she has recently learned. Then each child can talk about something he or she has recently learned – from observation, from a friend, at home, or in school.

- Dividing into small groups, the class can role play Josefina and the other Carrascolendas characters, buying and selling pretend merchandise, figuring the cost of several items, and giving the correct change.

- A math lesson might concentrate on prices, with problems given in terms of buying and selling.

- Develop a unit around the market place, including some real-life opportunities to plan for buying; e.g., groceries for a meal to be cooked in the classroom.

That Firecracker Feeling — Show #515

THEME

Everyone has a right to the valuable human feeling of anger, but some ways of expressing anger are better than others.

PLOT AND CONCEPTS

Dyana's temper tantrum when Campamocha uses the special nails she has saved for her own fix-it job is only the first in a series of "explosions" that color a whole day with anger. As Dyana moves through the day, "getting mad" at various people for various reasons, her immature ways of dealing with her angry feelings cause unhappiness for herself and her friends. However, she learns that others, too, must deal with the emotion of anger. Her friends' methods for handling this feeling in themselves and Dona Paquita's wise suggestions offer "Dyanamita" some new and constructive ways to channel her heretofore poorly-controlled "firecracker feeling."

- All people need to express anger at times. Dyana and Sr. Chuchin both are familiar with the build-up of angry feelings inside themselves, which the teacher describes as having "a raging tiger inside," and Dyana calls her "firecracker feeling."

- Concern for others is a source of self-esteem, and one person's behavior affects other people in important ways. Although Dyana has a right to her anger, she has no right to tear down what Campamocha is building or to play the jukebox so loud it keeps Don Rafael from ordering his lunch.

- Anger is often mixed with other feelings – anxiety, shame, or guilt. Note how Dyana and the children express some of these feelings.

- People have different, legitimate ways of expressing the same emotions. Sr. Chuchin keeps his temper under control by substituting an acceptable mental activity (counting to 20) or physical activities (sailing his boat, doing push-ups), Josefina by rearranging things on her cart, or by digging in the dirt, scrubbing something, or pedaling her bicycle hard and fast. Uncle Andy first expresses his anger in words, then works and hammers hard, making shoes. Dona Paquita kneads her bread with lots of force and energy.

ACTIVITIES

- Group discussion: "How do you feel when you are angry?" "What do you do when you are very angry?" Each child can have an opportunity to respond to that question, then talk about more constructive ways of expressing anger.

- Group discussion: can center on what feelings make each child feel good or happy, and what feelings make him/her feel guilty or ashamed. Learning that others have different kinds of feelings can help a child feel better about himself.

- Ask a few children to volunteer to role play mature ways to express anger.

- When an individual child becomes angry, help him/her to plan for himself/herself how to chanel his/her anger.

No Witches Invited — Show #516

THEME

Stereotyping others — casting them in a group mold — keeps us from knowing what they are really like and blocks rewarding experiences.

PLOT AND CONCEPTS

Campamocha's assumption that all witches are a threat to him makes Halloween a frightening time until Dona Paquita, concerned for his feelings, plans a different kind of Halloween party with no one in witches' garb or other "spooky" costume. Feeling discriminated against and left out of everything — now even of Halloween — the witches are very unhappy. Their leader, the Big Witch, determined that the witches shall go to the party, tricks Campamocha into inviting them and engineers a "costume robbery." Campamocha's generosity and kindness result in a return of the costumes by the contrite witches. His growing awareness of their feelings and of his own insensitivity provides the basis for a new friendship and respect for diversity in self and others.

- People who are unhappy with themselves often feel this way because others haven't let them feel comfortable with what they are. In their song "We Never Get Invited," the witches express how sad, lonely, and hurt it makes them feel to be left out and shunned by everyone.

- Differences in people and cultures are often mistaken for deficiencies. Campamocha has stereotyped ideas about witches being "scary and mean." When he meets a witch face to face, in a personal, pleasant experience, he voices his changing impression: "Either that old lady wasn't a witch, or witches aren't like I thought they were."

- Unhappiness can cause people to act in unrewarding ways. Note the Big Witch's admission of wrongdoing in taking the costumes and her reasons for the witches' behavior.

- Our own feelings can blind us to the feelings of others, as Campamocha confesses when he says: "I just thought about how *I'd* feel being scared. I didn't think how *you'd* feel not being wanted."

- Sometimes people judge an entire group by the one or two representatives of that group that they know. Note Campamocha's reply to the Big Witch: "You're the only witch I know; so I guess whatever I think about you is what I think about witches."

ACTIVITIES

- Each child can tell about a neighbor or friend, or a TV or storybook character, whom he/she initially disliked or feared because of a superficial reason. What qualities helped him/her overcome this stereotyped view?

- Everyone on occasion feels left out or rejected, and everyone is better at some things than others. Start a discussion on how to include the left-out child in a ball game, a singing group, a school party. Follow through to help the child and, later, to evaluate in group discussion.

Ring Around a Mystery — Show #517

THEME

Concern for others, an important source of self-esteem, can be shown in many different ways.

PLOT AND CONCEPTS

When Pepper learns that Dona Paquita's ring is missing, she immediately sets forth to solve the mystery. In her headlong leap into detective antics she messes up Josefina's cart, disrupts Campamocha's fixit shop, and turns Dona

Paquita's kitchen into chaos. Only then, after upsetting her friends and solving nothing, does she realize that it would be more helpful to logically try to figure out what happened to the ring. When she does this, she not only gets the cooperation of the others but also solves the mystery.

- The error of jumping to conclusions is exemplified when Pepper, in her anxiety to find and solve a mystery, immediately assumes that Dona Paquita's ring has been stolen, rather than reasoning that it probably was misplaced.

- Open communication is an aspect of showing concern for others. Pepper's zeal led her to devious means of seeking the ring, revealing her suspicions of others and arousing their suspicions of her. A more direct approach would have avoided these suspicions. As Josefina says, "Why didn't you ask us?"

- It is important to know why someone is doing or saying something. If Pepper had let Josefina and Campamocha know why she was snooping around, they would have understood her motives, and considerable confusions and unhappiness would have been avoided.

- As Dyana and her friends agree, there are people who think their work or play is so important that they don't think about the other person at all. Song refrains emphasize this in "Think of the other person" and "Put yourself in somebody else's place."

ACTIVITIES

- Sing the songs about thinking of others; then talk about what the words mean in everyday life.

- Have each child write a verse, draw a picture, or in some other way creatively demonstrate one way to show concern for someone else. The activity will be more meaningful if it is related to a real-life incident.

Oh, Sister — Show #518

THEME

The jealousy of sibling rivalry can lead to a feeling of isolation and loneliness, which can be overcome by the realization that love must be shared.

PLOT AND CONCEPTS

Uncle Andy is looking forward to a visit from his sister, Sarah. His friend

Jackie is looking forward to her new baby sister coming home from the hospital. However, both find that the new arrivals get a lot of attention and both jump to the conclusion that the new arrivals are even better liked than Uncle Andy and Jackie themselves. Finally, in a fit of jealousy, Uncle Andy decides to leave Carrascolendas. At the bus stop he meets Jackie, who is also leaving home because of jealousy and hurt. They talk together and discover that they are both feeling jealous. When sister Sarah arrives at the bus stop with plans to leave town because she has made Uncle Andy unhappy, he and Jackie realize that love is stronger and better than jealousy. They all return together to Carrascolendas, just in time for a party at El Nopal.

- It is a sign of growth to recognize and understand one's feelings. Both Uncle Andy and Jackie are able to overcome their jealousy after they talk about it freely.

- Everybody has "the blues" sometimes; a person with "the blues" is hard to like. When Uncle Andy is feeling jealous, he lashes out at his sister and is very cross. We sometimes act unkindly towards others when we are feeling unhappy.

- Although brothers and sisters are sometimes cross with one another, they still have much to share. Uncle Andy and his sister have much in common, including love for each other.

- The fact that a brother or sister gets attention from parents doesn't mean that the parents have no feeling for the other children. Jackie learns that, though her parents devote time and attention to the new baby, they still love her. In fact, there is love enough for everybody.

ACTIVITIES

- Group discussion: "How do you feel when you get the 'blues'?" "It's easy to find fault with someone or to wish you'd succeeded at something another person has done. But instead, let's see how many good things we can say about a brother or sister, and how you were happy when one of them got something nice or did something special." "How can you help someone who is lonely?"

- "Draw a picture of your family, including yourself, doing something you all enjoy together." Display the pictures in the classroom. Have the pupils see how many different things families do and enjoy as a group.

Let's Face It! Show #519

THEME

One must bear the consequences of his decisions whether they are good or bad, right or wrong; hasty, impulsive decisions can lead to grief.

PLOT AND CONCEPTS

In an effort to look her best for a blind date, Pepper puts a special cream on her face, then discovers to her horror that she has used a jar of plaster by mistake. From behind her mask of plaster, Pepper calls upon her friends to help resolve her predicament. What follows is a comedy of errors involving Josefina (pretending she is Pepper), Caracoles, a puzzled Chuchin, and his even more puzzled friend, Paco, whose sense of humor ultimately saves the evening.

- When a person makes a poor decision (and everyone makes one sometime) he/she must accept the consequences. Pepper's hasty decision results in problems and anxieties that, with a little more forethought, could have been avoided.

- Pepper's hasty decision shows how a person's behavior can affect other people in important ways. Josefina, Chuchin, Caracoles, Paco, and others all become involved in her predicament.

- Bilingualism and knowledge of one's ethnic group and culture can help people develop pride and self-esteem as well as providing pleasure. This is shown when Josefina (posing as Pepper) and Paco enjoy sharing in Spanish and English, memories of Puerto Rico.

- A sense of humor can often improve difficult situations and sometimes, as Paco laughingly shows when he comments on the abundance of Pepper (Pepper-Josefina under the table, Pepper at the table, Pepper on the table) can turn a fiasco into a happy experience.

- Cognitive concept: It is important to read instructions on jars and bottles. Pepper learns this the hard way when, neglecting to read the label, she puts plaster rather than skin cream on her face.

ACTIVITIES

- Group discussion: Everyone makes decisions. Go around the circle, each child talking of a decision he's/she's made recently. These should vary from choosing a flavor of ice cream to a major choice, showing how decisions are a part of one's everyday life.

- Create regular decision-making sessions in circle time. Evaluate the work period and make plans (cooperatively) for improvement.

- Pepper got into trouble by not reading the label on a jar. For a reading assignment, have each child bring a label to school with ingredients or directions on it. These can be read aloud or used for a consumer education display.

Lions Don't Cry — Show #520

THEME

People have a right to their feelings, even when the feeling is a painful one, like grief. Efforts to protect them from grief, or their own efforts to avoid it, may cause future problems.

PLOT AND CONCEPTS

When Señor Chuchin, Agapito, and the children finish setting up an aquarium for a small fish, impulsively named "Angelita" by Agapito, the teacher offers the fish and aquarium to the student who can answer the question: "Why can't fish live on dry land?" Agapito answers the question, and thus begins a friendship between the Carrascolendas lion and Angelita — a friendship characterized by love, care, concern, and almost inseperable companionship. In an unfortunate accident during play, Angelita dies. As Agapito's friends respond to his loss, and as Agapito tries to come to terms with his own grief, all — with the help of Sr. Chuchin, the teacher — learn some valuable lessons about the right to have one's own feelings.

- Friends need to respect a person's right to experience a loss fully and deeply. Because he understands that mourning and grief are necessary measures for overcoming the effects of loss, Sr. Chuchin counsels the children to tell Agapito that Angelita is dead and encourages him to grieve openly for his friend. Sr. Chuchin helps the children to see that substituting another fish for Angelita would be a devaluation of Agapito's love, and that loved things are not readily replaceable.

- There are common and unique features across cultures. Mourning and funerals are aspects of all cultures, even though the forms they take are often different.

- People have different ways of coping with the emotion of grief, some of which are more effective than others. Consider how Agapito attempts to handle his own grief and how Sr. Chuchin, drawing upon his own experience with his father's death, counsels him to handle it.

- Death is a part of the natural cycle of life. Although Agapito understands this, he knows it will be hard not to see Angelita any more. Sr. Chuchin's poem reminds us that memories of loved people and things made life richer.

ACTIVITIES

- Group Discussion. Teacher may initiate this with the question, "When was the last time you cried?" May extend discussion with questions: "How did you feel before you cried? How did you feel after you cried?" "How does it make you feel when somebody else cries?"

- Ask children to draw pictures of themselves with sad faces. Ask several children to tell the class some of the things that make them feel sad. Repeat this activity with happy faces. "What can you do to change someone's sad face to a happy face?"

- Improvise a series of short scenes in which one child will act the part of himself, a friend, a parent, a sibling, or a story character who is sad, making it clear why he or she is sad. Others will act out what they would do to make the sad person feel better.

Campamocha's Shy Friend — Show #521

THEME

It takes courage to overcome fears and friendship to help develop courage.

PLOT AND CONCEPTS

When everybody is too busy to listen to Campamocha's poem, he decides to read it to himself. He is astonished to find that his poem has been heard and liked — by a very shy, very lonely pink polka-dotted pony. Campamocha determines to introduce the horse to the people of Carrascolendas, but every time the horse is to meet them, he becomes frightened and runs away. The townspeople decide that Campamocha is lying — that there is no such thing as a pink polka-dotted horse. When the horse realizes the trouble he has caused, he gathers all his courage and meets the people on his own. Everybody learns that Campamocha was telling the truth after all, and the horse is on his way to conquering his shyness.

- People are sometimes shy because they are afraid of how others will react to them. The horse is afraid that everybody will laugh at him because he is different; but when the people get to know him, they like him for his many good qualities.

- Sometimes we judge the actions of others without understanding them. Because Campamocha is given to day-dreaming, the people of the town jump to the conclusions that the horse does not exist and accuse Campamocha of lying.

- Sometimes caring for others means actively helping them. Because of

his friendship for Campamocha, the horse goes out to talk to the people so they will know that Campamocha was not lying.

- It takes courage to overcome our fears. The horse is very much afraid, but he overcomes his shyness by being brave enough to meet people in order to help his friend, Campamocha.

ACTIVITIES

- Group Discussion: "How do you feel when you are shy?"
- "How can we help someone who is very shy?" A question of this kind could lead into a discussion of helping others and of learning to understand the feelings of others.
- Dramatize a story about a shy person, with children assuming roles of characters.
- Put on a skit in class, with children taking turns playing a shy guest and the child who helps him feel more at ease.
- The class can name all the words they can think of, in both Spanish and English, for helping others — kind, helpful, sympathetic, understanding, etc.

Agapito Makes a Choice — Show #522

THEME

A person has a right to make his/her own choices . . . and sometimes must make active claim to that right.

PLOT AND CONCEPTS

Agapito, the bilingual lion, is good-natured and easy-going; but sometimes this very fact makes it possible for others to jump in and make his decisions for him. When a circus owner offers Agapito the chance to be a star in his own show, the townspeople are so delighted that they immediately set to work to help prepare their friend for his new career, taking it for granted that he wants to be a circus star. Finally Agapito realizes that he must make his own decision — and his friends come to understand that it is important to allow each person the right to make his or her own choice.

- Everyone must make decisions. Agapito learns that the necessity to think for himself is inescapable when he finds his ideas for his future

at variance with the ideas of his friends. He wants to stay in Carrascolendas, but his friends don't realize this until he tells them.

- It is not always easy to make choices. The life of a circus star is appealing in many ways, but Agapito also enjoys his life in Carrascolendas. Sometimes choices must be made between two desirable alternatives.

- Every person has the potential for creative behavior. Whenever we make decisions for others, we limit their capacity to become self-actualized human beings.

- Although our intentions may be good, when we make decisions for others we run the risk of making them unhappy. Agapito's friends meant well, but they did not understand how he really felt.

- While we like to share with our friends, we must sometimes insist that our friends respect our own individuality. Agapito did not tell his friends of his feelings at first because he was afraid to disappoint them. However, they were true friends and accepted his decision with respect, although it was not the choice that they would have made.

ACTIVITIES

- Group Discussion: Questions to open the discussion might include: "Have you ever had trouble deciding between two choices?" "What ways could you suggest to help a person reach his own decision?" "What is the difference between helping a person make a choice and making the choice for him?"

- Suggest three well-liked classroom activities (i.e., a song, a game, a contest). Let the class decide which to do.

- Help children assume responsibility for planning a portion of the school day, gradually expanding to planning activities for whole-days.

The Wall — Show #523

THEME

People must learn to live and work together. When we choose to separate ourselves because of our different outlooks, instead of working together, we merely create further problems.

PLOT AND CONCEPTS

When the townspeople start fixing up Carrascolendas for the "Town of the

Year" contest, arguments begin to flare among them. Without working constructively to resolve their differences, they decide that the only solution to their problem is to build a wall. This will divide the town into two sections and the people into two factions. It will enable those on each side to be guided by their own preferences without interference from the other side. However, instead of solving anything, the wall only creates frictions and further problems. The people soon realize how much they miss their good friends and the familiar aspects of their town, and how important each is to the welfare of the whole.

- By sharing with one another, we achieve a better product than when working alone. Once the wall is built in Carrascolendas, it deprives both sides of people who have unique contributions to make.

- People in a group supply different services that contribute to the survival of the group. After the wall is built, Dona Paquita realizes that she cannot go to El Nopal to eat. Dyana realizes that she cannot go to Uncle Andy's shop to have her shoes repaired.

- When people are unhappy with themselves, they become insensitive to the feelings of others. The wall does not rid the people of their aggressions. Instead, these are turned against the other people on their side.

- When people are full of anger and unhappiness, these emotions will manifest themselves in the physical things that these people do. The people of Carrascolendas are so angry with one another that they can do nothing to beautify their town. Instead, they build an ugly wall — the product of their anger.

ACTIVITIES

- Group Discussion: "What are some of the ways we build 'walls' between ourselves and others?" "How does it make you feel to be 'shut off' by other people?" "How can we prevent walls from being built between our friends and ourselves?"

- This program would fit nicely into a unit on community helpers, showing interdependence among people who live together.

- Costruct an aquarium or terrarium (or cook a meal) with the children. Stress the dependence of living things on natural resources that come from a variety of sources and are supplied by many people.

Don't Throw That Away! Show #524

THEME

As people change and grow, they may find that new ways of working or living are necessary to their self-esteem.

PLOT AND CONCEPTS

Although Dyana likes being Campamocha's partner in the Fixit Shop, she now feels that she would like to do something different – something on her own. With two of the children she starts a secret business, creating new forms out of things that people throw away. Setting up a workshop in the secret room of Pepper's house, the new "partners" at night go through the trash cans of Carrascolendas looking for work materials. The best thing they make is a wonderful robot. The imagination of the townspeople, fueled by the discovery that "something" is prowling the trash cans at night, conjures up a "can-eating monster" and the fiction that the monster has Dyana and the children under its spell. Efforts to rescue the "prisoners" leads to the discovery of what Dyana and the children have been doing and to admiration for the creative use of discarded items Dyana has accomplished "on her own."

- The person in the growth process moves beyond fundamental needs toward new learning and new forms of self-expression. Although Dyana for a time was satisfied with her job as Campamocha's helper in the Fixit Shop, she found herself needing to do another kind of work on her own.

- Part of defining one's self is deciding what one wants to learn about or learn to do. To feel good about herself as a unique person in her own right, Dyana has a strong desire to "follow her own dream," to "do her own thing."

- Most people can learn information, behaviors, and skills they want to learn. Dyana is not content with just "wishing" she could do something else. She keeps her eyes and mind open for possibilities and thus observes something that triggers "a great idea."

- Everyone can adopt sounder ecological practices. People can reuse and recycle items, and make better use of things they already have. The children in the Clubhouse and Dyana and her helpers all demonstrate the creative use of discarded items.

ACTIVITIES

- Group Discussion: "What are you doing with the help of your parents or teacher that you feel you can do 'on your own'?" "Have you a school project in mind that you would like to work on all by

yourself?" Encourage children to plan a project at home using "found" or discarded materials. Develop a plan.

- Help the children to set up a learning center at school using only "found" materials.

- This program is a good springboard for an extended consideration of sound ecological practices. Children, with the guidance of the teacher, can explore attitudes and practices in their town, neighborhood, homes, or school that relate to the wise or unwise use of natural resources.

- An art project can be developed utilizing "found" objects that someone has discarded and that the children see as a basis for creative forms.

Gold Fever — Show #525

THEME

A greedy rush to "progress" may sacrifice individual and group security and happiness and set up a chain of environmentally-damaging actions.

PLOT AND CONCEPTS

When Agapito finds a shiny rock at the children's clubhouse, Caracoles and Benito Vendetodo decide that the rock is gold. With other adults in Carrascolendas, they decide to start a gold-mining business. There is only one problem — the children's clubhouse will have to be torn down. The Carrascolendians accept the children's decision not to give up their clubhouse, but Benito Vendetodo keeps tempting them with visions of all they can do with the money from a goldmine. Ultimately the townspeople learn that destroying the clubhouse is only a first step — Vendetodo has plans to destroy half of Carrascolendas in order to build the gold mine. When they realize that the lovely environment of their town would be destroyed by Benito's greed, they reject his plans — and a good thing, too; for the "gold" they found turns out to be pyrite, or fool's gold.

- Greed can destroy satisfaction and happiness as well as material things. Benito's greedy plans almost ruin the clubhouse for all the children.

- Sometimes people whose main intent is to make money do not take the value of natural resources into account. In his greed, Benito overlooks the welfare of the town.

- Cooperation is helpful and productive. The children's cooperation

results in their clubhouse; adults and children cooperate in the same manner to protect their town from Benito's greedy scheming.

- Listening to and empathizing with others overcome self-centeredness. The children have something to say in the matter under consideration. The courage and forthrightness of the children, and the fact that the adults listen to them, help prevent the townspeople from making a mistake that would eventually destroy Carrascolendas.

ACTIVITIES

- Group Discussion: "Why must we preserve the environment?" (Teacher may need to help with new words related to ecology.)

- Set up an "environmental corner" in the classroom. Encourage the children to bring natural artifacts — leaves, twigs, pebbles — to create a display of the beauty that can be found in the humblest things in nature.

- Take a trip to a nearby park. Have children point out how the environment is preserved for many to use and enjoy.

- Establish a recycling center in the class (or school). Encourage children to pick up bottles and cans for recycling.

Who's Your Best Friend? — Show #526

THEME

Jealousy sometimes causes us to doubt ourselves and our worth and affects our behavior. In order to communicate effectively with our friends, we must trust them enough to tell them about our feelings and concerns.

PLOT AND CONCEPTS

When Josefina begins spending a great deal of time with Doña Paquita's visiting granddaughter, Caracoles becomes jealous. Because he is afraid that Josefina likes her new friend better than she likes him, Caracoles behaves in an outrageous manner in order to attract Josefina's attention. By the time he learns that the new friend has been helping Josefina make a present for him, Caracoles and our other friends have learned an important lesson about jealousy and how it affects all of us.

- Because Josefina and her friend are often seen talking together, Caracoles decides that they are talking about him and trying to avoid his company. In reality they are planning a wonderful surprise for him. Caracoles learns not to jump to conclusions.

- Just because we have a friend that we value a great deal, we do not have to exclude others. It is possible to have a number of friends and treasure all of them.

- Sometimes we behave in ways that are not natural to us and are distressing to others simply because we want to get attention. Sometimes when we act loud and aggressive, it is because we feel bad about ourselves, or because we feel rejected and unloved. Caracoles dresses and behaves in a way that is not like him, because he feels that Josefina does not like him as he is.

- When we are jealous, we often hurt others as well as ourselves. Caracoles' jealousy causes him to drive some of his friends away. They find his new behavior strange and unpleasant, and do not want to be around him.

ACTIVITIES

- Group Discussion. "Have you ever felt jealous or envious of somebody else? How did it make you feel? What did you do about it? How would you help a friend who is jealous of others?"

- Ask two of the children to act the roles of "best friends." Then ask a third child to come into the scene as a new friend of one of the best friends. Ask other children to suggest (in words or by role playing) how each of the three in the "triangle" will feel. Ask other children to suggest (in words or by role playing) what each of the three can do to make everybody in the situation feel good.

- Ask the children to draw or to model in clay a situation in which somebody feels jealous of somebody else. A new baby in the family? A new child in the neighborhood? An older sibling who has special privileges? Ask some of the children to tell the "story" of the situation he or she has represented.

- Start with the analogy, "Friendship is not like an apple that you can give to only one person. Friendship is like applesauce that you can share with many people." Ask the children to think of other analogies.

Tooth Trouble — Show #527

THEME

Proper diet and proper care of the teeth are essential to good dental care.

PLOT AND CONCEPTS

Luis has a toothache and needs to go to the dentist. Señor Chuchin explains to Luis and the children about the dental disease process — how Plaque and his Germ Gang use the sugar from foods to help them cause tooth decay and gum disease. The children's determination to watch their diets and to brush and floss their teeth is almost undermined by Mr. Sweets, who tries to win the children away from Josefina's fresh fruits and vegetables and to the sugary goodies from his cart. When Mr. Sweets is stricken with a toothache himself, he realizes the importance of food choices in dental health.

- Each person must assume responsibility for his own good health. The children learn that they must make choices about the food they eat, and that these choices affect their dental health.

- People learn from parents, friends, and teachers. After the children learn from Señor Chuchin, they share what they have learned with Mr. Sweets in order that he can understand why he has a toothache.

- Sometimes children and even grownups are afraid of the dentist. In reality, the dentist is not someone to be feared, but is a friend who helps provide good dental care.

ACTIVITIES

- Have each child draw a picture-chart for dental care — teeth, germs, or whatever — and use it to keep a record of how well he cares for his teeth.

- Have a party in class, with the children selecting healthy foods for their special treats.

- The party can incorporate a cultural experience, with healthy foods of different cultures included in the fare.

How Uncle Andy Came to Carrascolendas — Show #528

THEME

People need one another. Sometimes sharing with others, even when they rebuff us, is a means of establishing this common need and dependency. Old

people are important, too. They should not be allowed to feel used-up and discarded.

PLOTS AND CONCEPTS

The children want to know how Uncle Andy came to live in Carrascolendas. He tells them the story of how he decided that he was a cranky old man who was no longer needed; so he decided to look for a home away from people. During his travels, a bad storm caused him to take shelter in Carrascolendas. There (as the story unfolds) he meets some children whose kindness and concern convince him that he was wrong. When his ankle is injured in an accident, the children and the town take him in. He finds that he has much to offer other people, and other people can offer him many good things. As a result, he makes his home in Carrascolendas, where he lives a rich and productive life.

- Sometimes we act unkindly because we feel bad about ourselves. Uncle Andy is cranky to the children because he feels unloved and unwanted.

- Although it is difficult, there are times when we must overlook bad behavior toward us. Those who offend us sometimes do so because they are confused and unhappy. By acting positively toward them, we may be able to help them feel and act more positively as well. Even though Uncle Andy is cross with the children, they act kindly toward him by making him an umbrella to help him in his travels.

- The fact that people are old doesn't mean that they cannot contribute and be useful. Uncle Andy makes shoes as a gift to thank the townspeople for taking him in. They are delighted with the shoes and ask him to help them by becoming the town shoemaker.

ACTIVITIES

- Invite some productive elderly people to visit the class and talk with the children about their experiences or demonstrate some of the things they can do. Many retired people have hobbies that the children will enjoy. Others may still be active in some kind of job or community activity.

- Ask children to tell to the class stories they have heard from a grandmother or grandfather or some other member of their families.

- Ask the children to create in some art medium a likeness of an elderly person they love or admire.

- With the help of the children, make a list (in Spanish and English) of the ways we feel about grandmothers and grandfathers, or other older members of our families.

Mabel Comes Home — Show #529

THEME

It is sometimes hard for us to accept change, but change is a part of life and growing.

PLOT AND CONCEPTS

Everybody in CARRASCOLENDAS is excited! Mabel the Magician is coming to visit. Several persons are eager to see her again, because they want her to use her magic tricks to help them solve problems. When Mabel returns, however, she is no longer a practicing magician bu. a college student learning to be a teacher. Because this change is hard for them to accept, Mabel tries to use her magic again for them. Unfortunately, everything goes wrong. Mabel feels rejected and decides to leave. Señor Chuchin encourages her to stay and to use her new skills and ideas, rather than her magic, to solve problems. In this way, Mabel is able to help her friends and the people in Carrascolendas realize that, although she has changed in some ways, Mabel is still their kind and helpful friend.

- People feel good about themselves when they learn something new. Mabel is excited over the things that she is learning in college and wants to share her new skills and ideas with her friends.

- Everybody wants to grow, and sometimes this means changes. Mabel wanted to do something besides being a magician. Her friends find it hard to accept these changes, because they are accustomed to thinking of her in only one way; but they learn that they can share Mabel's new interests just as they shared her interest in magic.

- The things we learn in school are fun to share with others. Mabel finds that she can use the things she is learning in college to help her friends.

- One of the important things about teaching is learning. As Mabel sings at the end of the show, the learner can teach and the teacher can learn.

ACTIVITIES

- Group Discussion, "How have you changed since you were in _____ grade?" Let the children in the class tell their own experiences, pointing out how their interests have changed, how they've outgrown some activities and grown into others.

- It is hard to see changes in one's self. A discussion might center on younger siblings, noting what activities they like and how they might change by the time they reach school.

- Everyone can draw a picture showing changes in nature – a tree in spring and in fall, a sunrise and high noon, winter and summer, a kitten and a grown cat, etc.

I Want To Be Good — Show #530

THEME

To achieve self-esteem takes time, work, the support of friends, an honest evaluation of one's behavior and its consequences, and a plan for improvement.

PLOT AND CONCEPTS

Being "human," Agapito succumbs to a temptation to eat all of the cookies Doña Paquita has baked. This leads to a sequence of behaviors (including lying) that Agapito cannot approve in himself, and to a great deal of trouble and confusion among his friends. When a contrite Agapito confesses that he "just doesn't know how to be good anymore," Doña Paquita helps him to devise a process for improving his behavior and acting in ways that enhance his self-respect.

- The person in the growth process holds fundamental values, drops immature practices for more mature ones, seeks to permit growth toward self-esteem and self-actualization, lives in keeping with his/her values, and sees the source of his/her self-esteem in the welfare of others. Agapito doesn't decide to be dishonest. Like many children – and immature adults – he finds himself trapped by circumstances, and does things on the spur of the moment, without considering the consequences to himself and others. Only when difficulties pile up does he begin to consider the whole pattern of his behavior and express his desire to improve it.

- Though everyone must make decisions, people don't always make the best decisions. As Agapito discovers, when he decides to take a nap and misses his lunch appointment, when he decides to give a false excuse for being late, when he decides to cover his guilt with a sharp retort to Uncle Andy, the easiest choice is not always the best choice.

- The inner self of man is not totally revealed by objective measurements of observable behaviors. Every person has the potential for creative behavior. Merely to observe how Agapito is acting could be to miss the regrets and feelings of guilt he has, his wish that he liked himself, and his wish to behave in a better way.

- One person's behavior affects other people in important ways, as is made clear by the confusions and problems Agapito creates for Uncle Andy and his other friends.

ACTIVITIES

- Group Discussion. "How do you feel when you do things you don't approve of?" "When you find yourself behaving in ways that make you feel guilty or ashamed, what do you do about it?" "How do you feel when you try to get yourself out of one 'mess' and get yourself into a bigger one?"

- Ask children to think about the steps that are necessary to improve one's behavior. Assist children who wish to do so in formulating a plan for improving their own behaviors.

- Ask children to draw a picture reflecting some decision they have made. Ask them to draw another picture of a decision that might have been better if they had considered the consequences.

Mistakes Day — Show #531

THEME

The people of Carrascolendas discover that when cultures are mixed and mingled, although some mistakes are inevitable, those who participate learn new things and find much to enjoy.

PLOT AND CONCEPTS

Chuchin's surprise birthday party for Don Rafael involves elements from several cultures. In trying to get these together, language references are misunderstood, which sets off a whole sequence of activities based on misapprehensions and mistakes. "Salsa," the new Latin music that combines influences from Puerto Rico, Cuba, and New York, is confused with "salsa" meaning "sauce." The Cuban dish, "Ropa Vieja," sends some of the friends off into a search for "old clothes" to wear to the party. Other mistakes are made, including one involving the actual date of Don Rafael's birthday, but relationships are enriched by the sharing of cultures.

- People can learn to understand and value more than one culture. Chuchin, himself a mixture of several cultures, feels that music representing a combination of cultures will add flavor and a new experience for his friends to the enjoyment of the surprise birthday party. Dona Paquita, who is Mexican American, joins with Agapito and the children to prepare a Cuban dish.

- People are most comfortable and articulate in their respective cultures. Caracoles is delighted to contribute a Mexican sauce to the party refreshments, never doubting that when he hears the word "salsa," he is hearing its Mexican connotation.

- Positive interaction between cultures is healthy and rewarding. People learn by experiencing other cultures. Don Rafael's friends learn that words can be rich in references when the same words are used in different cultures. Everybody enjoys participating in the preparations for the party and in the interaction with his or her friends, even though mistakes are made.

- Everyone makes mistakes. In the course of getting ready for the surprise party, many mistakes are made by many people, but nobody feels upset over this for any length of time.

- Members of different cultural groups have many ways to communicate. Chuchin's friends are communicating their affection for him and for Don Rafael through their contributions of cultural music, cultural food, and even through cooperating with one another in collecting "old clothes."

ACTIVITIES

- Group Discussion: "How do you feel when you make a mistake?" "How do you feel when somebody else makes a mistake?" Describe a mistake you made and tell how you learned to avoid making it again.

- The teacher can help the class plan a party or a special day to which the children and members of their families can contribute decorations, food, and music representative of more than one culture. The children should be helped to learn good planning practices, to assume responsibility for activities.

- Help the children select a story about someone making a mistake someone who profits from his error. (For example, *Crow Boy* by Taro Yashima). Plan and carry out a dramatization.

One Lion Too Many — Show #532

THEME

People should not be compared on the basis of their skills but should be recognized and appreciated for the good qualities or special capabilities they possess.

PLOT AND CONCEPTS

When Agapito has an attack of homesickness, the children write his family. Agapito's cousin, Louis, is dispatched to Carrascolendas to cheer Agapito and bring him messages from the Lion Family. Agapito is overjoyed because he has always idolized his athletic cousin and wanted to be exactly like him.

Cousin Louie turns out to be a spoiled, demanding guest who takes advantage of Agapito. At first Agapito is blinded to his cousin's faults, but when Louie is rude and demanding to Agapito's friends, Agapito sees that his idol has clay feet. With the help of his friends, Agapito gradually understands that, although he is not as talented an athlete as Louie, he has other important qualities – kindness, generosity, and understanding.

- People sometimes feel that they don't measure up to others. It is important to understand that everyone has both strengths and weaknesses, and that comparisons serve little purpose. Agapito feels inferior to his cousins in athletic endeavors, but realizes that his cousin is insensitive to the feelings of others, a trait in which Agapito excels.

- Sometimes we mask our true feelings because we are afraid of hurting others. This can prolong problems rather than helping to solve them. Caracoles, Don Rafael, and Josefina feel that Louie is taking advantage of their friend, Agapito, but do not say anything because they don't want to hurt Agapito. Instead of helping to solve the problem, this just prolongs the inevitable situation where Agapito must face his cousin's limitations.

- Although it is painful, we must sometimes face unpleasant truths. Agapito is hurt to discover that his cousin is not as perfect as Agapito always thought he was, but Agapito grows from facing this truth and dealing with it.

ACTIVITIES

- Group Discussion: "Do you agree that everybody has some strengths and some weaknesses?" "How do your strengths make you feel?" "How do your weaknesses make you feel?" "How do you feel when you see somebody doing something that you can't do?" "How do you feel when you can do something that someone else can't do?"

- Help the children find a story about somebody who is admired for what he or she can do. Ask them to act out how that person might act toward others who do not have the same ability.

- Ask children to name (in English and in Spanish) some strengths and weaknesses that they have observed in other people. (No names mentioned.)

Agapito's Lucky Charm — Show #533

THEME

People can make things happen, and luck is often a result of one's own actions.

PLOT AND CONCEPTS

Agapito is deeply involved with Pepper in his training to be a Junior Detective. Through a series of circumstances, some of which result from his own actions, he becomes convinced that it is his "unlucky day" and that bad luck is dogging his heels. When he finds a curious metal object in an unusual situation, he feels sure it is his "Lucky Charm," and events do seem to take a turn for the better. To the powers of his new-found charm he ascribes his success in passing the Quick Spying Test that earns him Junior Detective status. Then he discovers that his "Lucky Charm" was only a button off Doña Paquita's dress and that he earned his reward through his own efforts.

- People make things happen. Agapito is working to improve his own natural talents of observation and logic by training and practice. His long hours of practice with Uncle Andy have sharpened his skills and made it possible to pass his crucial test. Conversely, his failure to report for his test at the proper time results in his missing the test the first time around.

- People can promote positive action by thinking and acting positively. When Agapito, eager to be a really good Junior Detective, thinks he is "lucky," his actions bring positive results. When he begins to think of himself as "unlucky," his attitude and actions start events going in a negative direction.

- Sharing something you have is often followed by someone else sharing something you don't have. By sharing his bed with Uncle Andy, Agapito enlists Uncle Andy's valuable help in practicing for his test.

- Treating others considerately usually helps them learn to treat you well. Because of Agapito's kindness to him, Uncle Andy is moved to make some new houseslippers for Agapito.

- Luck is often a result of one's own actions. To help Agapito keep this in mind, Pepper gives him a "Lucky Charm" that he has earned with his own efforts: his Junior Detective badge.

ACTIVITIES

- Group Discussion: "Do you have a good luck charm? Do you think it really makes you lucky? Or, like Agapito, do you really make things happen?" Pursue this train of thought with the pupils.

- Different cultures have different symbols for luck. The pupils can tell some of the charms and omens of their culture. Stories can be told of how some of these ideas came about.

- With an individual or group, identify a problem and ask, "What is happening?" "What do you want to happen?" "How can you make it happen?" Develop a plan.

I Don't Feel So Good — Show #534

THEME

To become involved in helping others with their problems can make one's own problems seem less important.

PLOT AND CONCEPTS

Seeking comfort and help with her problems from Doña Paquita, Josefina finds Doña Paquita very much concerned with her own problems. She has had an argument with Luis, who is having reading difficulties. Josefina's attention is diverted toward helping Doña Paquita and Luis. Others in Carrascolendas try to help Luis also. When it is discovered that Luis, overwhelmed by his problems, has run away, Josephina on her bicycle goes to look for him. As all Luis's friends work toward the resolution of his difficulties, Josefina finds that her "down feelings" seem to have evaporated.

- Because we humans are social beings who need love, affection, and companionship, our needs at all levels are met through relating to others. Notice how Josefina is affected by lack of attention from Caracoles and others, how she seeks attention and comfort from Doña Paquita, and how Doña Paquita and Luis demonstrate that they need reassurance and assistance from others.

- It feels good to make others feel good. This is demonstrated by Josefina's good feelings after all have worked together to help Doña Paquita and Luis solve their problems.

- Most people want to make others feel good. Caracoles reflects this when he shows concern over Dyana's report that Josefina is "very down." Uncle Andy and Agapito take time to try to help Luis to feel better.

- Self-esteem is a measure of the willingness of a person to place concern for others over concern for self. Josefina's willingness to put her own problems aside while she tries to help Luis and Doña Paquita reveals that she values the needs of others and that she values herself

as a person who can relate to others and who can help supply some of their needs.

- Healthy family relationships are characterized by concern and helpfulness for the young and respect and honor for the aged. Doña Paquita's "caring" is evident in her concern over Luis' problems. Luis' feelings about his grandmother and his desire not to cause her shame and embarrassment help to lead him into an unwise course of action.

ACTIVITIES

- Group Discussion: "Do you think everyone has days when he/she feels good and days when he/she feels 'down'?" "Do we sometimes let our own problems blind us to the problems of others?" "How do you feel when you do somebody a favor and that person feels happy about it?" "How do you feel when you make somebody else feel good?" "How can we make 'down days' 'up days'?"

- Help children in planning to help someone (child, teacher, etc.) who is feeling "down."

- Ask some children to draw a picture of how Luis felt before he got his new glasses. Ask others to draw a picture of how Luis felt after he got his new glasses.

Losers Can Be Winners — Show #535

THEME

When you feel troubled, your family can often provide the strength and support you need. It is more important to strive for dignity and feelings than for things.

PLOTS AND CONCEPTS

Luis enters a cooking contest in order to win a bicycle. He wants very much to win, but is nervous about his ability to do so. With Doña Paquita's help, he does a good job. But somebody else does even better. Although he comes in second, he wins no prize. Unhappy and disappointed, Luis turns to Doña Paquita for consolation. With her help he comes to understand that, although he didn't win the bicycle, he won in a number of intangible ways. He discovers that it was more important to participate and to overcome his own fears than to win. And he is confident that he can do better next year.

- Our families can help us gain confidence in ourselves. Luis wants very much to enter the contest but is afraid to do so. With the help of his family, he gains enough confidence in himself to attempt the task.

- If we take time to explain our needs, we can often find someone who is willing to help us. When Luis needs help, he finds that his friends and his family are eager to support him. All he has to do is to explain his situation.

- We must learn to be proud of our work and to value all that we have learned, even if somebody else does a little better. Although Luis does not win the bicycle, he comes to see that there are other gratifications.

- It is good to have love and understanding when we are disappointed. Because of Doña Paquita, Luis comes to understand that he won in many intangible ways: he learned to have faith in himself and in his ideas; he learned that his friends care for him; others learned from helping him with his project.

- Cooking is something that can be enjoyed by boys as well as girls. It can be a fulfilling and creative activity for both sexes.

ACTIVITIES

- Group Discussion: "When was the last time you took part in a contest or a race or a competition? Did somebody else do better than you did? How did you feel?" "When you lose in a competition, what can you do about it?" "How can you improve your performance?" "Must everyone be a winner in everything?" "How can we all be winners?"

- Let the children make hand or finger puppets. Then, using the puppets, ask them to act out different ways of handling a situation in which somebody feels unhappy about losing out. When alternatives have been suggested, ask the children to indicate which is the most constructive of the alternatives.

- Help the children plan to assist a friend who feels badly about his performance in a game.

The Midnight Visitor — Show #536

THEME

We must face and examine our fears in order to conquer them. Sometimes baseless fears are communicated from one person to another.

PLOTS AND CONCEPTS

Campamocha has a great deal of work to do and is behind on his many tasks. Agapito decides to help him without Campamocha's knowledge. Agapito slips into the Fixit Shop at night to do some of the work.

Campamocha sees and hears the dark figure lurking in the shop and is frightened. The next morning, when he sees the damage done by the figure (Agapito is none too good at helping), Campamocha decides that a vicious ghost is haunting his shop. The entire town becomes alarmed before Chuchin helps Campamocha face his fears and discover that the dark presence in the shop is a misguided Agapito.

- We sometimes react with fear to things that we do not understand. Instead of attempting to learn about the dark figure that comes to his shop by night, Campamocha jumps to the conclusion that it must be a ghost.

- Rumors spread easily and often become more and more distorted. As word of the "ghost" spreads from one person to another, the story grows more and more outlandish.

- It is necessary to face our fears if we are to conquer them. Chuchin convinces Campamocha that he must try to discover more about the strange happenings in the shop. With Chuchin's support and help, Campamocha learns the truth.

- We may have good intentions, but this does not assure that our actions will be helpful. Although Agapito intends to be helpful, his methods only cause more trouble for Campamocha.

ACTIVITIES

- Group Discussion: The teacher may initiate a group discussion of fear feelings by telling of an experience in which he or she was afraid of something that turned out not to be dangerous.

- Have a rumor circle. One child starts a whispered statement about something "scarey." Each child whispers this in turn to the child seated next to him or her. When the "rumor" has run clear around the circle, see how it compares to the version that started out.

- Ask children to demonstrate through some art medium some of the things that it is wise to be afraid of or careful about. As these are shared with the class, children may be helped to see that fear can be a valuable emotion that protects us from real dangers.

Where Do I Belong? Show #537

THEME

In order to gain a sense of belonging in a relatively new environment, we often need the assistance of friends who are sensitive to our insecurities and who help us to see that we have a useful function.

PLOT AND CONCEPTS

The townspeople are very excited because their good friend, Tío Cheo, is coming to visit from Miami. In planning a Cuban-style party for him, they neglect to include Don Rafael in their activities. Doña Paquita notices that Don Rafael feels unhappy and left out, and helps the others to understand his feelings. Where the townspeople include Don Rafael in their plans, he becomes so busy helping Tío Cheo have a good time at the party that he forgets his own feelings of not belonging. He realizes that he, too, is a useful person who has much to give to Carrascolendas, his new home.

- You can find out how people are feeling inside by asking them or by getting to know the ways they express their feelings. Doña Paquita helps Don Rafael by being sensitive to his feelings.

- It feels good to help others solve their problems. By helping Don Rafael feel a sense of belonging, the townspeople are enriched as well.

- People forget their "blues" when friends support and encourage them and when they do something to help others. With his friends' support, Don Rafael gets busy helping others, and through this activity, he finds the sense of belonging that he has been wanting.

- Every country has customs that are unique. In preparing for the party, the townspeople learn more about Cuba and about communicating culture through music.

ACTIVITIES

- Group Discussion: "How do you feel when you go to a strange school?"

- "Have you ever helped a newcomer feel at home? Have you ever been a newcomer who was helped by others?" Talk about ways to help a new neighbor or classmate feel at ease in a strange environment.

- Tell about someone you know who always makes people feel comfortable. How do you suppose he or she does this?

- Select two or three songs in Spanish and English that express friendliness or welcome. The children can learn these and perhaps ask their parents to suggest others.

I Talk Funny

Show #538

THEME

When people understand that trying and failing are essential to growing and learning, self-respect, admiration, and encouragement replace frustration and embarrassment.

PLOT AND CONCEPTS

When Dona Paquita's brother, Don Ruperto, a "simpatico," intelligent, and well-informed man, comes to visit from Mexico, his inability to speak fluent English and his heavy Mexican "accent" prove embarrassing to his grand nephew, Luis. This shame persists, even though the visitor has a fine rapport with the townspeople and impresses them all most favorably. Don Ruperto encourages Don Rafael to practice his English and continues his own efforts to improve, though his mistakes evoke much mutual merriment. When Luis fails in his own attempts to learn something new, he finds that he — along with others in Carrascolendas — has much to learn from his admirable relative.

- Growth toward self-esteem is a continuous process of developing one's own best self. People should be proud of what they are now, even when they know they are in the process of changing and growing. Don Ruperto's realization that his English is far from perfect does not prevent his respecting himself, and it does not keep the townspeople from valuing his excellent qualities.

- Luis does not realize that adults are also in the process of becoming, and that if we value growth and learning, we must also value the mistakes and failures that are a part of the growth and learning processes.

- There are many ways to deal with failure. Realizing this, Don Ruperto laughs at his own mistakes, keeps trying, suggests to Don Rafael that they practice English together, as trying is the only way to learn, and efforts to improve are nothing to be ashamed of.

- If one fails, it's normal to feel badly for a while, but then we use our energies more constructively by trying to figure out what went wrong and how we can do better next time. Finding that Don Rafael is so ashamed of his own accent that he avoids speaking English, Don Ruperto encourages his new friend to join him in practicing. Dona Paquita reassures Luis that the only way to learn is by trying and that his friends meant no harm with their laughter.

ACTIVITIES

- Group Discussion. "Have you ever had someone laugh at a mistake you made?" "How did it make you feel?" "Have you ever laughed at

someone else's mistake?" "How do you think that made the other person feel?" "How can you help someone without making him/her feel bad?

- Ask children to think about the difference between "laughing at" someone and "laughing with" someone. How can the person who has made the mistake tell the difference?

- Combine bilingual activity with unit or activities on Mexican culture. Children who speak both languages can serve as "helpers" or "consultants" to those who are working in each language.

The Special Person — Show #539

THEME

Each person is special; each person is unique.

PLOT AND CONCEPTS

When a new child moves to Carrascolendas, the other children take no notice of her because she seems to have nothing to contribute. She has always lived in the country with her uncle and does not know the things that the other children know. She is quiet and easily ignored. When lovely wooden carvings begin to appear around town signed with initials that are not recognized, all the people suspect that a famous artist must be responsible. They are surprised to learn that the new child is an accomplished wood carver, having learned the skill from her uncle. They realize that they must make an effort to discover, understand, and appreciate the special uniqueness of each person.

- Although a person may not be good at some things, he or she has something that he/she does very well. The new child did not know how to play games that all the other children took for granted, but she could carve very well.

- Everybody has something to contribute to others. The new girl teaches the others how to make interesting toys out of wood.

- Sometimes we must make an effort to get to know another person in order to appreciate his/her "specialness." Because the new child is quiet and shy, nobody notices her at first. Only after they spend a little time with her do they discover how much she has to contribute to their lives.

- Every single person is different from every other person. This individual uniqueness is what makes life rich. The town is enriched by

the presence of this new person, for she brings them talents, skill, and knowledge that they did not have before.

ACTIVITIES

- Group Discussion: "What do we mean by the word 'special'?" "How do you feel when somebody thinks you're special?" "What are some of the ways we can let other people know we think they're special?" "Why do we sometimes overlook special qualities in other people?" "Why should we let other people know when we think they're special in some way?"

- Ask a child to tell what he/she thinks is special about some other child in the room. (This can be a nice smile, a friendly manner, willingness to cooperate or to help others, a special talent or ability, a way of talking, or walking, ability to speak another language — many things.) Ask the child who was identified as having something special mention a special quality of another child. (Continue until every child in the room has been mentioned. No child can be mentioned twice. You may want to say: "Pick out *someone* in the room . . ." This would enable some child to include the teacher, who then may want to call attention to a special quality of some child whose "specialness" could easily be overlooked by the other children.)

- Suggest that the class make lists (in Spanish and English) of qualities or abilities that would make somebody "special."